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AN ANALYSIS OF OCCUPATIONAL ASPIRATIONS OF SPECIAL-
VOCATIONAL AND HIGH SCHOOL STUDENTS

by



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

EDMONTON, ALBERTA

AUGUST, 1968

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of Occupational Aspirations of Special-Vocational and High School Students" submitted by John Paton Patterson in partial fulfilment of the requirements for the degree of Master of Education.

ACKNOWLEDGEMENTS

The author wishes to express his thanks to his committee chairman, Professor J. E. Gallagher, and to the other members of the committee, Dr. L. D. Stewart and Professor M. W. Petruk, for their suggestions, guidance, and constructive criticism.

In the process of this research it has been necessary to call upon administrators and guidance personnel of the high schools in the Edmonton Separate System. Their willing participation, consultation and cooperation was of the utmost value.

ABSTRACT

The study reported here was conducted to describe and compare academic, general and vocational students to special-vocational students. The variables used in the description were age, verbal and non-verbal intelligence, fathers' level of occupation and students' level of occupational aspiration.

An instrument (The Level of Occupational Aspiration Scale) was constructed from Blishen's Index of Canadian occupations. The subjects used in the study selected one occupation from a list of seven job titles. Twenty-five selections were required to complete the instrument.

The Lorge-Thorndike Form A verbal and non-verbal tests of intelligence and a questionnaire on fathers' occupational level were administered to students in academic, general, vocational and special-vocational programs. A random sample of 50 students was drawn from the Edmonton Separate school population for each of the four programs.

The results revealed that the special-vocational students scored significantly lower on the verbal and non-verbal tests of intelligence than did students in academic, vocational or general programs. There were no statistically significant differences between groups in the four programs on age, fathers' level of occupation and level of occupational aspiration.

The Level of Occupational Aspiration Scale seems to have potential as an instrument to assist vocational guidance counsellors for assessing the level of occupation to which a student aspires. The results tended to indicate that vocational, general and special-vocational students aspired to occupations at a level higher than the programs enrolled in permitted entry.

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CHAPTER I

INTRODUCTION AND PURPOSE OF THE STUDY

1. INTRODUCTION

School systems usually attempt to provide programs which they consider appropriate to the needs of students. Among these are academic programs, general programs, vocational programs and special-vocational programs. Students' decisions to enter particular programs must be made at a relatively early age. There appears to be a need to examine the bases on which students choose educational programs which are in effect occupational or vocational choices. In particular there appears to be a need to examine the relationship which may exist among such factors as intelligence, occupational aspiration, and parental vocation.

The special-vocational student may have entered the program at different times in his school career; in all cases, the student must have been not less than fifteen years of age. One of the conditions listed below would, in all likelihood, have been met prior to a student entering the special-vocational program:

- (a) A student who was in the 'transition seven'^{*} program and was not returned to the normal academic stream.
- (b) A student who was having difficulty in being successful in a regular grade eight program.

^{*} transition seven

(c) A student who was unable to complete grade nine has the choice of entering the special-vocational program or repeating grade nine.

(d) A student who had failed the same junior high school grade twice.

Once the decision to enter the special-vocational program has been made the student finds it often impossible, or at best, very costly in terms of time lost, to shift from (one program) the special-vocational program to another. Super (1960, p. 10) stated that:

School systems in this country are so organized that some anticipatory or actual vocational decisions have to be made at the end of junior high school or at the beginning of high school. The individual student usually has to decide among different curricula, such as college preparatory, general, or vocational. Other decisions must be made during the high school years, for instance, whether to remain in high school, or to change curricula, to continue education beyond high school. These educational decisions influence the student's subsequent vocational career by limiting future educational and vocational choices. Obviously, educational and vocational decisions have to be made sooner or later, and many decisions are the right ones for the persons concerned. But time is wasted if unwise educational and vocational choices have been made, necessitating attempts at correction later.

It is nearly impossible for the special-vocational student to obtain requirements for entrance to an institution of higher learning. With entrance to an institution of higher learning restricted, the special-vocational student leaves school, in most cases, and goes directly into the world of work.

In an era of technological sophistication and automation, such as is present in Canada today, successful completion of a post high school program is generally a pre-requisite to entrance into a technical occupation. It has long been known that occupational entry is highly correlated with level of educational achievement.

Accepting that level of occupational entry is highly correlated with level of educational achievement, then it follows that the factors associated with level of educational achievement, require examination. It seems that regardless of grade, principals, teachers and guidance personnel constantly evaluate students' intelligence and relate this to educational achievement. If it is accepted that level of occupational entry is highly correlated with level of educational achievement, one of the relationships requiring examination is level of occupation as it relates to students' intelligence.

The literature indicates that people tend to gravitate toward occupational levels and jobs commensurate with the level of their intelligence. The relationship between intelligence and occupational aspirations was clearly stated by Super (1957, p. 203):

Intelligence is related to the occupational level aspired to; that is, the brighter the individual, the more likely he is to aspire to higher level occupations, and the duller he is, the more likely he is to be interested in a lower occupation. Ability seems to find outlets which are appropriate, occupations in which it can be used. Since information and opportunities are often inadequate, however, some people aspire to inappropriate levels.

Super (1957) indicated that the more intelligent young people generally base their choices on more realistic reasons and seem to be motivated by more socially desirable considerations than the less able student. Even though intelligence is related to the occupational level aspired to, it is generally believed that young adolescents tend to aspire to occupations which are higher than those they actually enter.

This tendency to aim high is fostered as much by schools as by parents who want to see their children 'do well'. Parents tend to encourage their children to aspire to occupations which are as high or higher in social status, money, prestige and education than those occupations held by the parents. Often, the parental pressure on a student to aspire to a higher level of occupation than the student is capable of attaining results in frustration and deterioration of school achievement. Super (1960, p. 87) found that boys tended on the average to aspire to occupations which were about one and one half steps higher in occupational level than were the occupations of their fathers. Students from middle and lower-middle class homes generally aspire to occupations higher than those of their parents, while students from a higher socioeconomic level tend to have their aspirations and their parents' occupation coincide. Super (1942, p. 12) reported:

When typical groups of high school students are asked to name the occupations which they expect to enter when leaving school, their choices tend to fall in the middle and upper categories of the occupational scale.

The above evidence seems to show that students tend to aspire to occupations which are considered most desirable by people in general, the occupations which carry the most prestige, pay the largest salaries, require the most education, and according to American standards of value provide one with the greatest variety of good things of life.

A. THE SPECIAL-VOCATIONAL PROGRAM

The High School Inspector of Vocational Education (Cunningham, 1967) for the Province of Alberta made the following statement regarding the special-vocational program and the students in that program:

Previous to the development of these programs, such students were treated as square pegs in round holes and were dumped out of school as refuse into our streets where they became a menace to an already overburdened society.

The special-vocational program offered to the students includes both practical and academic studies. It is hoped that many of these students will eventually be able to move into a regular vocational program; with others it is expected that they will be able to develop saleable skills on the basis of which they may enter the world of work. It is the opinion of those directing the

program that a great deal can be done for the special-vocational student through the use of special teachers who are capable, patient, and understanding. It is further hoped that by maintaining a lower student-teacher ratio than would exist in a regular school, more individual attention and instruction can be given to the special-vocational student. In the special-vocational program the student is exposed to vocational courses, and academic courses in which the content is very closely related to the vocational field.

B. THE ACADEMIC PROGRAM

It is the generally accepted policy of high schools in the Province of Alberta to restrict registration in the academic program to those grade nine students who achieved a "B" standing or better in the subjects of Mathematics and Science. A grade ten student enrolled in the academic program would generally be required to pursue the following types of courses; Mathematics, Science, English, Social Studies, Physical Education, Literature, Foreign Language. In addition to the above courses the student is allowed to select two optional courses. Attainment of a "B" standing in the course work involved in each year of the high school matriculation program enables the student to graduate with what is referred to as Matriculation. However, should the student be unsuccessful in a number of the academic courses in grades 10 and 11, he is encouraged to transfer to a program in which he would meet with greater success.

Recently schools have initiated a four year matriculation program which permits a student the opportunity to spread his matriculation courses over a four year period.

C. THE GENERAL PROGRAM

An Alberta student enrolled in a general program is one who did not obtain a "B" standing in grade nine mathematics and science. He is usually placed in a program which leads to the completion of a senior high school diploma. To obtain a senior high school diploma a student must receive 100 credits; five of which must be in mathematics, five in science, five in social studies 10 and five in a field related to social studies, and fifteen in english. During the three years the student is enrolled in the program leading to a diploma he is able to select courses from a wide variety of subject matter. Following successful completion of course work in a general program, students may transfer to an academic program. Experience shows, however, that students in general program are not encouraged to transfer to the academic program. Byrne (1959) made the following statement in reference to the general program in Alberta:

It is not surprising that the general route through high school has little status and attracts only those students who are unable to perform in the other fields. Not more than twenty percent of all students in composite schools could be classified as being in the general pattern. The general pattern leads nowhere. Other course patterns have outlets, or futures; some, such as the academic, at status careers. The general program, however, is like a bus without a destination--not to be boarded except for protection from the elements!

D. THE VOCATIONAL PROGRAM

Vocational students enroll in areas of vocational specialization following completion of a grade 10 general or academic program. This program includes, in addition to English, Social Studies, a mathematics and a science course, a three year sequence in a shop course. The vocational student is required to spend one half of his school day in the shop course. The student, in the vocational program completes academic subjects in which the content is very closely related to the area of vocational specialization. Successful completion of a vocational program may give the student advanced standing in some post-secondary technological courses at either the Northern Alberta Institute of Technology or the Southern Alberta Institute of Technology, or it may give him advanced standing on an Apprenticeship program.

II. THE PURPOSE OF THE STUDY

The purpose of the study reported here was to examine the relationships which may exist concerning the mental abilities, the occupational aspirations and the level of fathers' occupation of students enrolled in the academic, general, vocational, and special-vocational programs of the Edmonton Separate High Schools in order to provide additional information about these students.

The purpose of the study gave rise to the following sub-problems:

- (a) Are the levels of occupational aspiration of the special-vocational students lower, higher, or the same as those of the academic, general, and vocational students?
- (b) Are the I.Q.'s of the special-vocational student lower, higher, or the same as those of the academic, general, and vocational students?
- (c) Is the level of fathers' occupation of the special-vocational students lower, higher, or the same as those of the academic, general, and vocational students?
- (d) What is the relationship between special-vocational students' level of occupational aspiration and their fathers' occupational level?
- (e) What is the relationship between academic, general, and vocational students' level of occupational aspiration and their fathers' occupational level?
- (f) What is the relationship between special-vocational students' level of occupational aspiration and intelligence?
- (g) What is the relationship between academic, general, and vocational students' level of occupational aspiration and intelligence?

III. DEFINITION OF TERMS

The following terms are used extensively throughout the study. Therefore, in an effort to inform the reader of the use of these terms, they are defined as follows:

- (a) Level of occupational aspiration: that measured by the level of occupational aspiration scale constructed by the researcher for this study from Blishen's Index of Canadian Occupations.
- (b) Level of fathers' occupation: the fathers' occupation was placed on Blishen's index of Canadian occupations to determine the level of fathers' occupation according to Blishen's scale.
- (c) Intelligence: that measured by the Lorge-Thorndike Tests of Verbal and Non-verbal Intelligence Form A.
- (d) Special-Vocational Students: students in the Edmonton Separate School System enrolled in the special-vocational program as defined on page five.

IV. LIMITATIONS

Limitations of the study resulted from the following three factors:

- (a) The reliability of the instrument to determine students' intelligence.

- (b) The reluctance of respondents to indicate true aspirations.
- (c) The findings are generalizable to the degree that the samples selected are unbiased and representative of the population from which they were drawn.

V. NEED FOR THE STUDY

The special-vocational program is relatively new to the educational scene and, as yet, few investigators have examined the special-vocational student in terms of social status and intelligence. Almost without exception, the child who has difficulty in learning, faces failure in a conventional school program. It is not uncommon for him to experience months and years of unsuccessful work before remedial aid is received.

Many of the methods of instruction employed in the modern high school are designed to meet individual needs of the learners. A prerequisite for individualizing instruction is that the classroom teacher possess a broad and thorough knowledge of the factors which influence each students' classroom learning.

Speaking on the need for educators to have a sound knowledge of students' abilities, Saylor (1960, p. 51) stated:

Teachers and other curriculum planners must know a great deal about children so that they may select and develop learning experiences that will have meaning and significance for the pupil. It is essential that program planners ascertain the abilities of their students, for schools cannot fully develop the potentialities of each boy and girl unless those responsible for the educational program know, to the best of their ability the capacities and talents their pupils possess.

The selection of appropriate learning experiences is dependent to a large degree upon accurate knowledge about the learner. Knowledge about students' abilities constitutes a sound basis for assisting students in the planning of programs that will lead them to enter occupations which are satisfying and rewarding.

The study reported here was undertaken in an effort to provide some contribution of data necessary to achieve a better understanding of the academic, general, vocational and special-vocational students.

VI. HYPOTHESIS AND NULL HYPOTHESES

The general hypothesis was that the levels of occupational aspiration of special-vocational and non special-vocational students are correlated with the level of fathers' occupation and with the students' intelligence.

The general hypothesis was delimited into seven null hypotheses. The null hypotheses tested were:

- (1) Among special-vocational students there is no significant correlation* between students' level of occupational aspiration and level of fathers' occupation.
- (2) Among special-vocational students there is no significant correlation* between level of occupational aspiration and intelligence.
- (3) Among academic, general and vocational students there is no significant correlation* between students' level of occupational aspiration and level of father's occupation.
- (4) Among academic, general and vocational students there is no significant correlation* between level of occupational aspiration and intelligence.
- (5) There is no significant difference between the level of occupational aspirations of the special-vocational students and the level of occupational aspiration of academic, general and vocational students.
- (6) There is no significant difference between intelligence mean scores of special-vocational students and intelligence mean scores of academic, general and vocational students.

* Decision rule: $p < .05$ level of significance to reject null hypotheses one to seven.

- (7) There is no significant difference between the level of fathers' occupation of special-vocational students and the level of fathers' occupation of academic, general and vocational students.

Chapter I contains the definition of the problem and an indication of the importance of the study. Chapter II is devoted to a review of the literature related to occupational aspirations. Chapter III contains the research design including instrumentation, description of sample, data processing procedure and statistical tests. The results of the statistical analysis are reported in Chapter IV. Chapter V concludes the report and presents recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter presents a synopsis of a review of the literature in areas related to career aspirations. An attempt was made to organize the review into subtopics to include: theory of occupational choice; intelligence and occupational choice; and fathers' occupational and environmental factors.

Theory of Occupational Choice

Super (1953, p. 203) indicated that vocational choice results from parental socio-economic status, the student's intellectual level and his own interpretation of the world of work.

Ginzberg (1951) formulated a theory of occupational choice which proposed that such a choice is developed over a period of ten or more years, that it is related to experience, is basically irreversible, and to some degree a compromise. This period extends essentially from latency (between six to eleven) to the time when the individual enters upon his first regular job, and is centered in the adolescent development period.

Miller and Form (1951) expressed the belief that individuals discover their occupational goals through a compounding of work experience, observation, and expectation. It was pointed out that the social world in which the student lives can exclude opportunity

and limit his career aspirations. The student usually can make a choice only among the occupations with which he is familiar.

Hollingshead (1949) reported that the pattern of vocational choice corresponds roughly with the job patterns associated with each class in the adult world, i.e., the adolescents' ideas of desirable jobs are a reflection of their experiences in the social class and family culture complexes.

It would appear that the choice of an occupation is affected by varied factors. The process of occupational choice is continuous and yet is changed by planned as well as incidental experiences. The parents' socio-economic status, the student's association with the world of work and the student's own intelligence are factors which tend to affect occupational choice.

Establishing Realism of Vocational Choice

Indices of realism of vocational choice have often been used by counsellors in judging students' need for guidance, (Super, 1961).

One group method for establishing vocational realism is the percentage method of comparing occupational choice to census data in an attempt to determine whether or not the choice is realistic in terms of the percentage of persons employed in the various occupational groups. Another method frequently used to determine the realism of vocational choice is that of comparing the level of choice to the intelligence of the chooser.

Davies (1962) asked 116 children twelve years old to write paragraphs telling what they would like to be when they grew up and why they made such selections. The results of Davies' investigation revealed that the children with a measured intelligence of less than 90 used more fantasy in making tentative choices of occupations. Forty-one were also found to have marked reading deficiencies and made occupational choices which the authors termed immature. The authors inferred that these reading deficiencies may have had an effect on the level of occupational choice in these subjects. The inability to read would hamper the students' knowledge of occupations.

In a study Weiner (1963) conducted in a Westchester Community, it was found that in comparing the lower socio-economic student to the middle socio-economic student there was an association between social status and vocational aspirations. Weiner found that most parents and children of both groups listed a professional occupation as the goal for the student. When the lower socio-economic level children were asked how far they expected to go in school, 52% reported they would continue their education through college and 33% reported they would continue through high school. When the curriculum in which those students were enrolled was checked, only 37% were taking college preparatory courses. This compares to the middle group, 95% of whom said they intended to go to college and 100% of whom were enrolled in a college preparatory course of study.

Anderson's (1965) study indicated that a greater number of subjects showed a tendency to choose occupational goals above their aptitude level and in inappropriate occupational areas than the number of subjects who chose occupations below their aptitude level.

Adolescent children have a difficulty in bringing their ideal occupational aspirations in line with their real or attainable aspirations. The tendency to choose occupations which are above the students' intelligence and aptitude seems prevalent in the research. It would be unfortunate if students continued to aspire to occupations which are not within reasonable attainment during adulthood.

Intelligence and Vocational Choice

A number of investigations have revealed positive and significant relationships between intelligence and vocational choice.

Haller and Miller (1961) studied a group of high school boys and found a positive correlation of .45 between I.Q. and occupational aspiration. A. B. Wilson (1959) pointed to the influence of intelligence in setting occupational aspirations among high school boys. Perrone (1964) measured high school students on five variables and placed the students into groups according to their occupational preference. None of the occupational preference groups could be distinguished along all five dimensions that were studied. However, based upon the large number of significant differences on measures of cognitive ability between preference groups, the most significant finding of the study was that boys with

similar scores on cognitive measures tended to indicate a preference for similar occupational groups.

Some of the studies reviewed showed that pupils of high mental ability sometimes select vocations offering limited opportunities, and pupils of low mental ability sometimes select occupations for which they are not intellectually fitted. However, Lockwood (1958) in a stratified random sample of 508 high school students found that intelligence level seemed directly related to the students' level of realism of occupational preference. The higher the student's I.Q. level, the higher his realism index; the lower the student's I.Q. level the lower his realism index.

Super (1957, p. 203) made the following statement regarding the relationship between intelligence and occupational aspirations:

Aspirations are related to intelligence despite interference by social pressures. The brighter the individual, the greater are his chances of aspiring to an appropriate occupation, whether appropriateness is judged in terms of intelligence requirements or of interests. This is fortunate, and it is what is anticipated since intelligence is reasoning ability. Since, however, other factors also affect aspirations, the relationship is far from perfect. Social pressures, it will be remembered, tend to make people aspire to unduly high levels or inappropriate types of work, while in some subcultures they tend to downgrade ambitions. The brighter individual who is affected by the social pressures which prevail in most of urban America is likely to be realistic in his level of aspiration, whereas the equally suggestible but less intelligent individual is likely to be unrealistic.

However, it may not be primarily because of his intellectual ability that the brighter person makes a wiser choice. Pavalko (1966)

found a direct relationship between the level of intelligence, socio-economic status and the college plans of Canadian high school students.

Intelligence as it affects occupational aspiration has been studied using a variety of subjects and instruments. It seems appropriate that students with higher intelligence would be capable of determining their own aptitudes and expectations more realistically than those students who are less intelligent.

Fathers' Occupation and Environmental Factors

Studies reviewed indicated that social class factors such as high parental education, high status jobs, high family income and the community in which the student lived served to heighten the level of student's occupational and educational aspirations. Roberts (1947) investigated the effects of socio-economic status on the level of aspiration of 40 junior high school boys.

He discovered that children from favored socio-economic home environments tended to be more realistic in their goal-setting than were children from less favored homes. A relationship between the plans of 443 grade nine students and the occupational position of their fathers was found by Stephenson (1955). An investigation by Porter (1954) of the relationship between the prestige level of vocational plans and the father's occupations showed no trend by the student to choose occupations at a higher level than their fathers'. The results showed 53% of the boys planned occupations

consistent with the prestige level of their fathers' occupation. Porter (1954) concluded that two variables, mental ability and fathers' occupation, were both significantly related to vocational planning and that father's occupation had the greater strength of relationship. Even though fathers' occupation played an important role in the development of occupational aspirations, the age of the student must be considered. Geist (1954) found that there was a discernible direction of change in occupational decision-making with age. Older boys used interest less, abilities more and cite occupational variables to a significantly greater degree than younger boys. Interest was a potent consideration in vocational decision-making of both older boys and younger boys, but the older boys tended to qualify their interests.

Super and Overstreet (1960) postulated that vocational behavior develops over a period of time, through processes of growth and learning which provide the individual with a behavioral repertoire. Many boys do not make good use of the resources that are available to them in their orientation to careers. They tend to know something about the requirements of the occupation to which they aspire, but little about the duties, conditions of work, and opportunities in the preferred occupation.

Factors other than intelligence and social background have been studied with reference to occupational aspirations. Grigg and Middleton (1960) studied white ninth grade students from 216

Florida schools to determine the effects of community size upon occupational aspirations. When the factors of intelligence and father's occupation were controlled, there was no relationship between community size and the aspirations of female students. When the same factors were controlled for males, there was a relationship between community size and level of aspiration. As the size of the community increased, the level of occupational aspiration increased for male youth. Grigg and Middleton (1960) suggested that this finding may account for the greater mobility of urban-bred youths compared with rural-bred youths.

In a study similar to that of Grigg and Middleton, Sewell and Orenstein (1965) studied the relation between the size of community and the occupational choice of Wisconsin youth. The factors of sex, intelligence, and socio-economics were controlled. They found that boys, but not girls, from rural areas had lower occupational aspirations than those from larger urban areas.

Sewell (1957) in a random sample of 4167 high school seniors in the state of Wisconsin concluded that among males and females there was a significant positive relationship between levels of educational aspiration and parental social status. Sewell concluded that the level of achievement motivation is greatly influenced by the educational and occupational values specific to the status milieu in which the student is reared.

Kahl (1953) in exploring educational aspirations interviewed twenty-four high school boys. Twelve boys in the college preparatory course had marks in the top half of their class and definitely planned to go to a regular academic college after high school. The other twelve were not in the college preparatory course and did not have aspirations to attend college. All twenty four had I.Q.'s in the top three deciles of their school; they had the intelligence to go to college if they chose to go. The interview material did disclose that the educational and occupational aspirations were significantly influenced by parental pressure; that is, a clear and overt attempt by either or both parents to influence the student to go to college.

Super (1957) found that typical ninth grade boys in a typical small city high school with a typical guidance program were at a stage of vocational development which was characterized by readiness to make vocational choices. Ninth graders were clearly in an exploratory stage, not in a decision-making stage of vocational development. They were ready to look into things, to try themselves out but they had not developed to a point at which it was reasonable or desirable to expect them to commit themselves to a vocation. Vocational exploration involves a commitment to find out about oneself and about some aspect or segment of the world of work, whereas vocational preparation involves a commitment to pursue a level of endeavour to be appropriate.

It appears that intelligence is considered a factor, not the dominant factor, in vocational choice. The students' selection is also affected by fathers' occupation, fathers' socio-economic status as well as the community in which the student resides. Taken individually these factors affecting occupational aspiration have revealed both a positive and a negative relationship depending upon sampling techniques and criteria in statistical analysis.

In conclusion, the review of the literature indicated that:

- (1) There is a relationship between fathers' occupation, socio-economic status of parents and the students' occupational aspiration.
- (2) There is general agreement that intelligence is related to occupational aspiration but the evidence is not entirely conclusive.
- (3) The findings of several researchers suggests that there is a relationship between the size of community and the level of the students' occupational aspirations.

Chapter three contains the research design including instrumentation, description of sample, data processing procedure and statistical tests.

CHAPTER III

THE SAMPLE AND TESTING PROCEDURE

The population of the study reported here was senior high school students in the city of Edmonton attending schools under the jurisdiction of the Edmonton Separate School Board during the school year 1967-68.

From this population a sample of two hundred students was selected in the manner described below.

The names of all students enrolled in the Edmonton Separate High Schools during the spring term of 1968 were obtained from each of the six high schools. The lists were obtained in a variety of formats ranging from mimeographed class lists to the investigator writing the names of the students down from a card index. The principals and guidance personnel were asked to review the lists for the purpose of adding students who had transferred into the school and eliminating students who had left the school.

Each schools' card index was then consulted to determine the type of program in which the students were enrolled. The students were divided into the four types of programs outlined and described previously on pages 5, 6, 7, and 8. In most cases the reviewing of the card index was handled by the investigator; however, in some high schools the guidance counsellor was available to assist in the gathering of this information.

Following the collection of the students' names and the categorizing of students into four sub-populations (i.e. programs) each student was assigned an identification number. This was accomplished by starting at number one and numbering all academic students consecutively. The same procedure was followed for students classified as general, vocational, and special-vocational. Sub-population one included the names of all students enrolled in the academic program in the Separate high schools. There were 2710 students enrolled in the academic program. The number 2710 was submitted to the I.B.M. 360/67 for a random sample of 50.

Sub-population number two included all students enrolled in the vocational program in the Separate high schools. In a manner identical with that described above, a sample of fifty students was selected from the 720 enrolled in the vocational program.

Sub-population number three included the names of 925 students who were enrolled in the general program in the Separate high schools. A random sample of 50 was selected.

For sub-population number four it was necessary to determine the names of the 201 students enrolled in the special-vocational wing at St. Joseph's High School. A random sample of 50 was selected by a method identical to that described for the first three sub-populations.

TABLE 1
RANDOM SAMPLE BY PROGRAM

Program	Population [*]	Sample
1 Academic	2710	50
2 Vocational	720	50
3 General	925	50
4 Special	<u>201</u>	<u>50</u>
Totals	4556	200

^{*}Population as of May 4, 1968.

TABLE 2
SAMPLE SIZE BY SCHOOL

School	School Population [*]	Sample
Austin O'Brien	517	17
St. Mary's	704	15
MacDonald	636	12
St. Francis	422	14
St. Joseph's	1167	47
St. Joseph's Special	201	50
O'Leary	<u>1003</u>	<u>45</u>
Totals	4449	200

^{*}Population as of June 28, 1968. Difference between totals in Table 1 and Table 2 is a result of students leaving the system.

The original school lists were reviewed to determine the name, grade, school and sex of those students selected in the sample and thus who participated in the study. The principal of each of the six participating high schools was informed by telephone of the students enrolled in their schools that had been selected for the study. The random sample by grade and program is shown in Table 3.

THE COLLECTION OF DATA

To obtain the information necessary to test the null hypotheses (students' intelligence, occupational aspiration and fathers' occupation) three instruments were administered to the 200 randomly selected students. The principal of each school was asked for dates, times and facilities that were convenient for the school and the staff.

Each school was visited for the purpose of administering the Lorge-Thorndike Verbal and Non-verbal tests of intelligence, the Level of Occupational Aspiration Scale, and the questionnaire to determine level of fathers' occupation, and whether students had part-time jobs while attending school. The tests were administered to the students in groups not exceeding 45.

The Lorge-Thorndike test of Verbal intelligence was administered first, followed by the Lorge-Thorndike test of non-verbal test of intelligence. These two tests are divided into sections

TABLE 3

SAMPLE SIZE BY PROGRAM AND GRADE

BOYS

Program	Grade Ten	Grade Eleven	Grade Twelve	Total
1 Academic	13	5	11	29
2 Vocational	0	10	12	22
3 General	20	2	8	30
4 Special- Vocational	<u>15</u>	<u>9</u>	<u>5</u>	<u>29</u>
Totals	48	26	36	110

GIRLS

Program	Grade Ten	Grade Eleven	Grade Twelve	Total
1 Academic	10	6	5	21
2 Vocational	5	5	18	28
3 General	12	6	2	20
4 Special- Vocational	<u>14</u>	<u>5</u>	<u>2</u>	<u>21</u>
Totals	41	22	27	90

with each section having a specified time limit. The actual writing time involved for the verbal and non-verbal tests of intelligence was 61 minutes.

The Level of Occupational Aspirations Scale followed the Lorge-Thorndike tests of intelligence. The scale had no time limit, but took from ten to twelve minutes to complete. The investigator offered limited verbal descriptions of the job choices listed on the level of occupational aspiration scale. Information was given about jobs when such information was sought by a student. Ignorance of occupational titles has drawn comment from Miller and Haller (1964).

Ignorance of the meaning of occupational titles may restrict one's true level of occupational aspiration. In the real world a person must choose among the alternatives he knows. If a certain youth's knowledge is restricted to the low prestige occupations, he would truly be forced to choose among these. Thus ignorance limits aspiration.

The Level of Occupational Aspiration Scale was followed by a questionnaire which asked the students to indicate their fathers' and mothers' occupations. The students were asked to be as specific as possible in reporting their parents' occupations. Also included in the questionnaire were questions asking the students to indicate whether or not they were employed in part-time or full-time jobs while attending school.

VALIDATION OF THE INSTRUMENT

A study was conducted to assess the instrument prior to use with the sample selected for study. The validation of the instrument was conducted in two parts: (a) general criticism and (b) pilot study.

(a) General Criticism

The instrument was distributed to three members in the Faculty of Education at the University of Alberta. The professors were from the Department of Industrial and Vocational Education and the Department of Educational Psychology. An overall criticism of the instrument was obtained--such points as the students' understanding of the job titles, the stem to be used and the arrangement of the distractors were incorporated into the instrument.

(b) The Pilot Study

The second part of the validation of the instrument was a pilot study. The pilot study took place in the Edmonton Separate High Schools. The investigator visited Austin O'Brien High School and asked the principal for ten males and ten females from each of the academic, general and vocational programs. The same procedure was followed with the special-vocational students at St. Joseph's High School. The students were not those students selected

for the final research project. The principal was asked to choose students randomly from those who were in attendance. The total number of students involved was 40 males and 40 females.

The purpose of the pilot study was essentially threefold: (1) test of items, (2) student criticism, and (3) general test information.

1. Test of Items

The test under discussion was constructed so there was not a right or wrong answer to each of the distractors. Therefore, it was not necessary to have an item analysis of the twenty-five questions. However, the means of the students in the four programs were examined to determine if the Occupational Aspiration Scale distinguished educational program. Table IV shows the means of the Occupational Aspiration Scale by sex and program for the pilot study.

Some of the job titles in the items used in the pilot study were difficult for the students to understand and these were changed to a more common term. An example was: Blishen used Draughtsman, which many of the students did not understand, therefore it was necessary to change this to Draftsman.

2. Student Criticism

Students were encouraged to ask questions regarding the

TABLE 4
 MEANS OF OCCUPATIONAL ASPIRATION SCALE
 BY SEX AND PROGRAM FOR THE PILOT STUDY

BOYS *

Program	Mean
1 Academic	2.475
2 Vocational	3.275
3 General	2.889
4 Special	3.735

* Range of answers: 1-7.
 high = 1; low = 7.

GIRLS *

Program	Mean
1 Academic	2.871
2 Vocational	3.703
3 General	3.171
4 Special	3.943

* Range of answers: 1-6.
 high = 1; low = 6.

job titles that they found difficult to understand.

After the Level of Occupational Aspiration Scale was completed students were asked to make criticisms regarding the directions given, and to identify questions they considered ambiguous. These statements were recorded and incorporated into the final instrument. The investigator also asked the students to indicate their fathers' occupation. This was done to determine if the students were opposed to indicating their fathers' occupation and if the students could be explicit in identifying their fathers' occupation.

3 General Test Information

The students were timed to determine how long it took to complete the instrument as a whole. A reminder was added that the students were to select only one from each of the questions and that they were to complete all twenty-five questions.

As a result of the general criticism and the pilot study changes were made and incorporated into the final draft of the instrument (Appendix B).

At the conclusion of the pilot study it was believed that the instrument to measure the Level of Occupational Aspiration (Appendix B) was valid for use in testing the sample selected.

DATA PROCESSING AND STATISTICAL TESTS USED

Participants' responses to the Lorge-Thorndike Tests of intelligence and the questionnaire on fathers' occupation and part-time jobs were scored by hand. The students' responses to the level of occupational aspiration scale were optically scored and key punched.

Computer programs were used to furnish information about the sample as to: Mean score of intelligence by program, mean score on the level of occupational aspiration scale by program, mean scores on the age of the students by program, and mean scores of the fathers' occupation by program. Correlations were obtained between mean level of occupational aspiration by program and sex, with intelligence, verbal and non-verbal, age in months, and fathers' occupational level.

Chapter IV contains the results of the statistical analysis of the study.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

INTRODUCTION

Chapter four contains a description and comparison of high school students enrolled in academic, general, vocational and special-vocational programs. The first part of the chapter describes the students of the sample by age, verbal and non-verbal intelligence quotients, level of occupational aspiration and fathers' level of occupation.

The second part of chapter four presents the data which was analyzed to test the seven null hypotheses which constituted the problem of this study. Null hypotheses one through four were tested using Pearson's Product-moment correlations to determine if a relationship existed between pairs of variables for each of the programs.

One-way analysis of variance was used to test null hypotheses five, six and seven. The results of the one-way analysis of variance are presented in terms of probabilities of events occurring for each of the programs.

Description

Table 5 presents the means and standard deviations for age, intelligence (verbal and non-verbal) level of fathers' occupation

and level of occupational aspiration of students in the academic, vocational, general and special-vocational programs.

1.

The results shown in Table 5 indicate that for the sample studied boys tended to be older than girls who were in the same program. However, girls had greater dispersion of age for each program (with the exception of girls in the general program). Students enrolled in the general program were younger than students in the other programs. The students in the general program had less age variance than students in the academic, vocational and special-vocational programs. The oldest students were those enrolled in the special-vocational program (boys .79 years; girls 1.15 years above the total sample mean).

Intelligence

Table 5 illustrates that for the sample studied academic students scored higher on the verbal and non-verbal test of intelligence than students in the other three programs. It should be noted that girls and boys in the special-vocational and boys in the vocational program scored higher on the non-verbal test than on the verbal test of intelligence. Academic students scored lower on the non-verbal test of intelligence than they did on the verbal test of intelligence. Boys enrolled in the general program and the vocational program had scores which were similar on the

LEVEL OF OCCUPATION FOR ACADEMIC, VOCATIONAL, GENERAL AND SPECIAL VOCATIONAL STUDENTS

GROUPS	NUMBER	AGE		INTELLIGENCE				LEVEL OF OCCUPATIONAL ASPIRATION		FATHER'S LEVEL OF OCCUPATION	
		X (Years)	S.D. (Months)	Verbal		Non-Verbal		X	S.D.	X	S.D.
1. Academic	Boys	17.20	12.10	121.17	12.80	116.45	15.12	2.75	.84	5.03	1.99
	Girls	16.95	14.50	120.28	13.40	114.00	11.22	3.38	.42	4.52	1.69
2. Vocational	Boys	18.25	11.61	108.14	6.33	109.64	11.92	3.34	.93	5.73	1.24
	Girls	17.76	13.30	112.32	13.40	103.04	12.64	3.59	.43	5.50	1.64
3. General	Boys	16.91	11.14	108.97	12.35	108.17	12.51	3.35	.72	5.29	1.74
	Girls	16.20	7.70	106.90	10.73	105.60	10.14	3.63	.37	4.65	1.63
4. Special Voc.	Boys	18.55	11.17	91.69	10.81	95.55	12.82	3.23	.78	5.66	1.71
	Girls	18.50	14.41	91.53	9.85	92.00	12.72	3.72	.48	6.14	1.28
Totals	Boys	17.73		107.49		107.45		3.17		5.42	
	Girls	17.35		107.76		103.66		3.58		5.43	

(a) Used Lorge-Thorndike Form A Test of Intelligence.

(b) Blishen Index was used as basis. Range of levels 1 - 7 for boys;
2 - 7 for girls.

verbal and the non-verbal tests of intelligence. The girls in the general and vocational programs had similar scores on the non-verbal test, whereas the vocational girls scored higher on the verbal test of intelligence. Special-vocational students scored lower on the verbal and non-verbal tests of intelligence than did the academic, vocational and general students.

Level of Occupational Aspiration

Table 5 indicates that for the sample studied academic boys aspired to the highest levels of occupations, while the special-vocational girls aspired to levels of occupation which were the lowest. It should be noted that the levels of occupational aspiration of girls descended in the following order: Academic, vocational, general, and special-vocational. The greatest dispersion of choice was for boys rather than girls by program. Table 5 also illustrates that for the sample studied special-vocational boys aspired to levels of occupation which were higher than the levels to which general and vocational boys aspired.

Fathers' Level of Occupation

Table 5 illustrates that for the sample studied the fathers of students enrolled in academic, vocational, general and special-vocational programs are employed in occupations at the same levels. However, it should be noted that students in the sample tended to aspire to occupations which were one to one-and-one-half levels

higher than their fathers' occupational levels.

In terms of career choice and the age of the student the older the person becomes the more definite he becomes in selection of an occupation (i.e. less variance).

An analysis of the data of fathers' occupational levels was made. Table 6 contains the distribution of fathers' occupation according to Blishen's Index of Canadian Occupations.

Table 6 indicates that for the sample studied one-quarter of the fathers were employed in occupations at the fifth level on Blishen's Index. The fathers of the academic students had occupations which were dispersed through the top three categories to a greater extent than students in the other three programs.

Null hypothesis number one: Among special-vocational students there is no significant correlation* between student's level of occupational aspiration and the level of their fathers' occupation.

Table number 7 indicates that there was a negative correlation of $-.533$ for boys in the special-vocational program and a correlation of $.297$ for girls in the special-vocational program. The correlation of $-.533$ is greater than $-.378$ needed for statistical significance at the $.05$ level and therefore null hypothesis number one is rejected. Null hypothesis number one, however, was not rejected for girls in the special-vocational program.

*As previously noted (page thirteen) Decision rule: $p < .05$ level of significance to reject null hypotheses.

TABLE 6

DISTRIBUTION OF FATHERS' OCCUPATIONS ACCORDING TO BLISHEN'S
INDEX FOR ACADEMIC, VOCATIONAL, GENERAL
AND SPECIAL-VOCATIONAL STUDENTS

Group	Level of Fathers' Occupation							
	1	2	3	4	5	6	7	8 [*]
Academic	3	2	5	12	12	8	1	7
Vocational	0	1	2	9	12	12	8	6
General	1	2	5	11	16	2	8	5
Special-vocational	1	0	2	6	11	10	13	7
Totals	5	5	14	38	51	32	30	25

* Indicates fathers' who were retired, deceased or not living with the family.

The number 1 indicates the highest level (professional).

The number 7 indicates the lowest level (unskilled labour).

TABLE 7

PEARSON'S PRODUCT-MOMENT CORRELATION OF COEFFICIENT
FOR SPECIAL-VOCATIONAL STUDENTS ON LEVEL OF OCCUPATIONAL ASPIRATION,
FATHERS' LEVEL OF OCCUPATION AND INTELLIGENCE

	S.V.B.L.O.A.	S.V.G.L.O.A.	S.V.B.L.F.O.	S.V.G.L.F.O.	S.V.B.V.I.Q.	S.V.G.V.I.Q.	S.V.B.N.V.I.Q.	S.V.G.N.V.I.Q.
S.V.B.L.O.A.	1.00							
S.V.G.L.O.A.		1.00						
S.V.B.L.F.O.	-.533*		1.00					
S.V.G.L.F.O.		.297		1.00				
S.V.B.V.I.Q.	-.253		-.186		1.00			
S.V.G.V.I.Q.		.083		-.427*		1.00		
S.V.B.N.V.I.Q.	.106		-.281		.305*		1.00	
S.V.G.N.V.I.Q.		.051		-.225		.514*		1.00

* $p < .05$

S.V.B. (G) Refers to Special-Vocational Boys (Girls).
L.O.A. Refers to Level of Occupational Aspiration
L.F.O Refers to Level of Fathers' Occupation
V.I.Q. Refers to Verbal Intelligence Quotient
N.V.I.Q. Refers to Non-Verbal Intelligence

Null hypothesis number two: Among special-vocational students there is no significant correlation* between level of occupational aspiration and intelligence.

Table number 7 indicates there was a negative correlation of -.253 for boys and a positive correlation of .083 for girls on verbal intelligence. The same table also indicates a correlation of .106 for boys and a correlation of .051 for girls on non-verbal intelligence. Since correlations for both verbal and non-verbal intelligence and level of occupational aspiration were not above .378 required for statistical significance at the .05 level, null hypothesis number two was not rejected.

Null hypothesis number three: Among academic, vocational and general students there is no significant correlation* between students' level of occupational aspiration and level of fathers' occupation.

Table number 8 shows that academic boys had a correlation of .004, while girls in the academic program had a correlation of .160; boys in the vocational program had a correlation of -.116, while girls in the vocational program had a correlation of .051; boys in the general program had a correlation of -.076, while girls in the general program had a correlation of -.078. Since correlations for occupational aspiration and level of fathers' occupation were not

* As previous noted (page thirteen) Decision rule: $p < .05$. level of significance to reject null hypotheses.

TABLE 8

PEARSON'S PRODUCT-MOMENT CORRELATION OF COEFFICIENT
FOR ACADEMIC, VOCATIONAL AND GENERAL STUDENTS ON
LEVEL OF OCCUPATIONAL ASPIRATION, FATHERS' LEVEL
OF OCCUPATION AND INTELLIGENCE

	A.B.L.O.A.	A.G.L.O.A.	A.B.V.I.Q.	A.G.V.I.Q.	A.B.N.V.I.Q.	A.G.N.V.I.Q.	V.B.L.O.A.	V.G.L.O.A.	V.B.V.I.Q.	V.G.V.I.Q.	V.B.N.V.I.Q.	V.G.N.V.I.Q.	G.B.L.O.A.	G.G.L.O.A.	G.B.L.F.O.	G.G.L.F.O.	G.B.V.I.Q.	G.G.V.I.Q.	G.B.N.V.I.Q.	G.G.N.V.I.Q.
A.B.L.O.A.	1.00																			
A.G.L.O.A.		1.00																		
A.B.L.F.O.			1.00																	
A.G.L.F.O.				1.00																
A.B.V.I.Q.					1.00															
A.G.V.I.Q.						1.00														
A.B.N.V.I.Q.							1.00													
A.G.N.V.I.Q.								1.00												
V.B.L.O.A.							1.00													
V.G.L.O.A.								1.00												
V.B.L.F.O.									1.00											
V.G.L.F.O.										1.00										
V.B.V.I.Q.											1.00									
V.G.V.I.Q.												1.00								
V.B.N.V.I.Q.													1.00							
V.G.N.V.I.Q.														1.00						
G.B.L.O.A.															1.00					
G.G.L.O.A.																1.00				
G.B.L.F.O.																	1.00			
G.G.L.F.O.																		1.00		
G.B.V.I.Q.																			1.00	
G.G.V.I.Q.																				1.00
G.B.N.V.I.Q.																				
G.G.N.V.I.Q.																				

A: Academic, V: Vocational, C: General, B: Boys, G: Girls,
L.O.A.: Level Occupational Aspiration, L.F.O.: Level Fathers' Occupation,
V.I.Q.: Verbal Intelligence, N.V.I.Q.: Non Verbal Intelligence.

above .378 required for statistical significance, null hypothesis number three was not rejected.

Null hypothesis number four: Among academic, vocational and general students there is no significant correlation between level of occupational aspiration and intelligence.

Table number 8 shows that for academic boys the correlation of variables was verbal: $-.216$ and non-verbal: $-.049$, while for academic girls it was verbal: $.225$ and non-verbal: $-.57$; for vocational boys the correlation was verbal: $.071$ and non-verbal: $.082$, while for vocational girls it was verbal: $-.381$ and non-verbal: $-.385$; for general boys the correlation of the variables was verbal: $-.13$ and non-verbal: $-.02$, while for the girls in the general program the correlation of the variables was verbal: $.11$ and non-verbal: $.18$. Since correlations for occupational aspiration and intelligence of academic, vocational and general students were not above .378 required for statistical significance at the .05 level, null hypothesis number four was not rejected.

With the exception of boys in the special-vocational program, correlations used to test relationships for null hypotheses one through four were found not to be statistically significant. The small correlations can be explained by the stratified random samples which were tested. When the relationship between two variables within a group was tested, that group represented only a part of the sample and of the population. It was representative only of the group in the particular program.

Tables number 9 and 10 show the results of an analysis of variance test used to compare the means of the occupational aspirations of students in academic, vocational, general and special-vocational programs. The results are expressed in probabilities.

Null hypothesis number five: There is no significant difference between the level of occupational aspiration of the special-vocational students and the level of occupational aspiration of academic, vocational and general students.

Table number 9 shows the probability of occupational aspiration mean levels for boys in special-vocational and academic as 0.174, special-vocational and vocational as -.973, and special-vocational and general as 0.954. Table number 10 shows the probability of occupational aspiration mean levels for girls in special-vocational and academic as -.100, special-vocational and vocational as -.748, and special-vocational and general as 0.920. The probability levels for special-vocational and academic, vocational and general were not below the .05 required for statistical significance and therefore null hypothesis number five was not rejected.

Tables number 11, 12, 13, and 14 shows the results of an analysis of variance test used to compare the means of the intelligence, verbal and non-verbal, for boys and girls in academic, vocational, general and special-vocational programs.

TABLE 9

PROBABILITY MATRIX FOR SCHEFFE COMPARISON OF MEANS FOR
THE OCCUPATIONAL ASPIRATIONS OF BOYS IN ACADEMIC,
VOCATIONAL, GENERAL AND SPECIAL-VOCATIONAL PROGRAMS

Group	Academic	Vocational	General	Special- Vocational
Academic	1.00			
Vocational	0.093	1.000		
General	0.049	1.000	1.000	
Special-Vocational	0.174	0.973	0.954	1.000

TABLE 10

PROBABILITY MATRIX FOR SCHEFFE COMPARISON OF MEANS FOR
 THE OCCUPATIONAL ASPIRATIONS OF GIRLS IN ACADEMIC,
 VOCATIONAL, GENERAL AND SPECIAL-VOCATIONAL PROGRAMS

Group	Academic	Vocational	General	Special- Vocational
Academic	1.000			
Vocational	0.465	1.000		
General	0.360	0.989	1.000	
Special-Vocational	0.100	0.748	0.920	1.000

TABLE 11
 PROBABILITY MATRIX FOR SCHEFFE COMPARISON OF MEANS
 FOR BOYS VERBAL INTELLIGENCE

Group	Academic	Vocational	General	Special- Vocational
Academic	1.000			
Vocational	0.001 [*]	1.000		
General	0.000 [*]	0.995	1.000	
Special-Vocational	0.000 [*]	0.000 [*]	0.000 [*]	1.000

^{*} $p < .05$.

TABLE 12
 PROBABILITY MATRIX FOR SCHEFFE COMPARISON OF MEANS
 FOR BOYS NON-VERBAL INTELLIGENCE

Group	Academic	Vocational	General	Special- Vocational
Academic	1.000			
Vocational	0.349	1.000		
General	0.129	0.984	1.000	
Special-Vocational	0.000 [*]	0.003 [*]	0.005 [*]	1.000

^{*}
 $p < .05.$

TABLE 13
 PROBABILITY MATRIX FOR SCHEFFE COMPARISON OF MEANS
 FOR GIRLS VERBAL INTELLIGENCE

Group	Academic	Vocational	General	Special- Vocational
Academic	1.000			
Vocational	0.165	1.000		
General	0.008 [*]	0.507	1.000	
Special-Vocational	0.000 [*]	0.000 [*]	0.001 [*]	1.000

^{*} $p \leq .05$.

TABLE 14
PROBABILITY MATRIX FOR SCHEFFE COMPARISON OF MEANS
FOR GIRLS NON-VERBAL INTELLIGENCE

Group	Academic	Vocational	General	Special-Vocational
Academic	1.000			
Vocational	0.020 [*]	1.000		
General	0.167	0.907	1.000	
Special-Vocational	0.000 [*]	0.019 [*]	0.005 [*]	1.000

^{*} $p \leq .05$.

Null hypothesis number six: There is no significant difference between mean intelligence scores of special-vocational students and mean intelligence scores of academic, vocational and general students. Table number 11 illustrates that on the Scheffe comparison of means for boys verbal intelligence, the probability was statistically significant at the .05 level. It should also be noted in Table number 10 that comparing the means of intelligence for academic boys to vocational and general, the probability was statistically significant at the .05 level. A comparison of vocational to general indicated no statistical significance at the .05 level.

Table number 12 shows the Scheffe comparison of mean scores for boys non-verbal intelligence by program. Probability was statistically significant at the .05 level. The table also indicated no statistical significance when the mean scores of academic, vocational and general were compared.

Table number 13 illustrates the Scheffe comparison of mean scores for girls verbal intelligence by program. The probability was statistically significant at the .05 level for girls in the special-vocational program when compared with academic, vocational, and general programs. It should also be noted that the probability was statistically significant at the .05 level when academic girls mean scores were compared to general girls mean scores. The table indicated no statistical significance when academic girls mean

scores were compared to vocational girls mean scores, and when vocational girls mean scores were compared to general girls mean scores.

Table 14 illustrates that on the non-verbal intelligence, the probability was less than the .05 required for statistical significance and therefore null hypothesis six was rejected for girls.

It should also be noted that the probability was less than the .05 required for statistical significance when academic mean scores for girls were compared to girls mean scores for the vocational program. The probability was greater than .05 required for statistical significance when general girls mean scores were compared to academic girls mean scores and vocational girls mean scores.

Null hypothesis number seven: There is no significant difference between the level of fathers' occupation of special-vocational students and the level of fathers' occupation of academic, vocational and general students.

Table 15 illustrates the Scheffe comparison of means for boys level of fathers' occupation; the probability was above the .05 required for statistical significance. Table 16 illustrates the Scheffe comparison of means for girls level of father's occupation; the probability was less than .05 required for statistical significance when academic girls mean scores and general girls mean scores were compared to special-vocational girls mean scores.

TABLE 15
PROBABILITY MATRIX FOR SCHEFFE COMPARISON OF MEANS FOR
LEVEL OF FATHERS' OCCUPATION FOR BOYS

Group	Academic	Vocational	General	Special- Vocational
Academic	1.000			
Vocational	0.569	1.000		
General	0.950	0.853	1.000	
Special-Vocational	0.598	0.991	0.889	1.000

TABLE 16
 PROBABILITY MATRIX FOR SCHEFFE COMPARISON OF MEANS FOR
 LEVEL OF FATHERS' OCCUPATION FOR GIRLS

Group	Academic	Vocational	General	Special- Vocational
Academic	1.000			
Vocational	0.210	1.000		
General	0.995	0.340	1.000	
Special-Vocational	0.014 [*]	0.575	0.032 [*]	1.000

^{*}p < .05.

Tables 15 and 16 indicates that the probabilities were greater than .05 required for statistical significance when mean scores for level of fathers' occupation for special-vocational students were compared to the mean scores of academic, vocational and general students. Null hypothesis number seven is not rejected for boys in all programs and girls in the vocational program. Null hypothesis number seven is rejected for girls in academic and general programs.

Based upon the results of the instruments that were administered to test the null hypotheses one, two, three, four, five and seven, these null hypotheses were not rejected. Null hypothesis number six was rejected.

Summary

Chapter four presented the results of the tests used to describe and compare the high school students enrolled in academic, vocational, general, and special-vocational programs. The two statistical tests used to test the null hypotheses indicated that there was no statistically significant relationship between the variables: Intelligence, level of occupational aspiration and fathers' level of occupation. The tests also indicated that intelligence was the only variable statistically significant in distinguishing between the four programs.

Chapter five contains the conclusions and recommendations for further study in the area of occupational aspirations of high school students.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Introduction

The purpose of this study was to describe and compare the special-vocational students to the academic, vocational, and general students. The description of the students was expressed by the use of means and standard deviations of age, intelligence, level of occupational aspiration and fathers' level of occupation. Seven experimental null hypotheses were tested and constituted the between group comparisons made in this study. The development of an instrument to measure level of occupational aspiration was necessary because there was not a scale available.

The results of the level of occupational aspiration instrument are dependent upon the reliability and validity of the instrument. Canadian educators lack an index based on Canadian occupations with norms for high school students. At present, Canadians are without a dictionary of Canadian occupational titles. Often dictionaries of occupational titles would form the foundation for making a scale of levels of occupational aspiration. The instrument developed in this study was based upon Blishen's Index of Canadian occupations which was developed in 1951. To a great extent many of the occupations available to students today were unheard of when the index was established. It is possible that many

students were unable to indicate their real aspirations because the new jobs that have developed over the past decade were not listed in the scale. Also, it is possible that some of the occupations found in Blishen's index have changed positions on the scale over the past seventeen years.

Level of Occupational Aspiration

As indicated in Table 5 for the sample studied students in academic, vocational, general and special-vocational tend to aspire to occupations which are one to one-and-one-half steps higher than their fathers' level of occupation. It would be assumed that academic students would aspire to the highest levels of occupations: The results of this study indicate that academic students do aspire to the higher occupations, however, the vocational, general and special-vocational students aspired to occupations at very nearly the same level. As also indicated in Table 5 special-vocational students aspire to occupations which are at a higher level than general and vocational students.

An examination of the occupations vocational, general and special-vocational students aspire to tends to indicate that these students are aspiring to occupations which are above the level the students' program would permit entry. Academic students have the opportunity to aspire to occupations at any of the seven levels. Special-vocational students are restricted to the levels of occupations because of the nature of the program they are enrolled in.

Educators might consider providing effective occupational information in order that the student might aspire to occupations which are realistic in terms of their self-concept, or provide programs which will meet the occupational aspirations of the students.

Krippner (1965, p. 306) made the following statement regarding a type of occupational information and students self-concept.

The chance to engage in vocational role-playing is an excellent way to develop an occupational self-concept, to compare one's interests with reality and to match extrinsic influences with intrinsic factors.

Father's Level of Occupation

Table 6 indicated that one-quarter of the fathers were employed in occupations at level five of Blishen's Index. Blishen (1961, p. 479) reported that when the Canadian labour forces were arranged according to the seven classes, one-third of the Canadian working population was found in class five; this was the greatest proportion found in any class. Blishen (1961, p. 480) stated that:

An examination of the occupations contained in class five reveals a high proportion of skilled and semi-skilled trades. The proportion reflects the increasing industrialization of our society with its demand for a more specialized division of labour, which results in a higher proportion of the working population being employed in jobs requiring specialized skills. The more skill that is required by an occupation, the greater its prestige, and the higher the social position of the person in such an occupation.

It is interesting to note that for the sample studied, as Table 5 illustrates, there is little difference in level of fathers'

occupation for academic, vocational, general and special-vocational students. Teachers often tend to associate special-vocational students with a lower socio-economic class of people than the academic, vocational and general students. As the results indicate, the program the student is enrolled in is not dependent upon the fathers' level of occupation.

Many investigators have indicated a relationship between the level of occupational aspiration and the students' level of intelligence. As Table 5 illustrates for the sample studied, special-vocational boys had the lowest scores on the verbal and non-verbal tests of intelligence, however, these same students aspired to occupations which are at a higher level than occupations aspired to by vocational and general students. Educators have a responsibility to inform potential special-vocational students of the types of occupations that the special-vocational program would prepare the student to enter.

Intelligence

Table 5 illustrates that for the sample studied academic students score considerably lower on non-verbal tests of intelligence than on verbal tests of intelligence. The academic programs in high school include little opportunity for students to participate in subjects requiring non-verbal intelligence. Guidance counsellors and school administrators might encourage academic students to enroll in courses requiring non-verbal intelligence.

Age

As indicated in Table 5 for the sample studied, the general students tend to be younger than students in other programs. This could be the result of the school policy of not failing students who are enrolled in a general program of study. Considering Dr. T. C. Byrne's comment (1959, p. 73) the general student will enter the world of work at an earlier age and with less work entry qualifications, than the academic, vocational and special-vocational students. The schools might consider improving the general program to provide a greater challenge to the student and at the same time graduate a student with a more saleable education or consider dropping the general program entirely.

The special-vocational students are the oldest students enrolled in high school. Generally, the special-vocational student has not met with academic success in the regular school program, and has probably repeated one or more grades. It seems evident that the special-vocational program is providing an opportunity for this type of student to remain in school.

The student who finds himself in a program that will not satisfy his occupational aspirations could be a potential high school "drop-out". The difference between the student's aspirations and the occupations his program permits entry into might be a source of frustration. This frustration could influence the student to quit school and attempt to realize his aspirations in the world of work.

In Canada at present there is not an instrument available to measure occupational aspirations. If counsellors are to be effective in assisting students in the selection of programs which will eventually result in successful occupational entry, the counsellor is in need of some measurement of occupational aspirations. The instrument should be based upon Canadian occupations which are available at the present time. There is little value in using an aspiration instrument which was designed for people living in another country with different occupational emphasis. As a basis for such an instrument, extensive research might be undertaken to establish a modern index of Canadian occupations.

The process of selecting a stratified random sample of 4449 students resulted in a representative distribution by school, program and sex. It must be remembered that the results of this study can be inferred only to students in the Edmonton Separate School System. However, it is unlikely that students in the Edmonton Separate School System are much different than students in other systems and cities of comparable size.

Recommendations

1. Further investigation using the same instruments might be carried out in other Alberta centres with the purpose of establishing provincial norms.

2. A follow-up study of students who aspired to occupations which are higher than their educational program provides for would be of value. Maybe the program the student is enrolled in has no bearing upon occupation.
3. If different programs prepare students for specific occupations, then research should be conducted to investigate the congruency between occupational information and level of occupational aspiration.
4. Research should be undertaken to determine if students are aware of the nature of the occupations that each program prepares them to enter.
5. Educators should consider the development of an effective occupational information program for all students.

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APPENDIX A

1. The first part of the appendix is a list of the names of the people who were interviewed for the study.

2. The second part of the appendix is a list of the names of the people who were interviewed for the study.

3. The third part of the appendix is a list of the names of the people who were interviewed for the study.

4. The fourth part of the appendix is a list of the names of the people who were interviewed for the study.

5. The fifth part of the appendix is a list of the names of the people who were interviewed for the study.

6. The sixth part of the appendix is a list of the names of the people who were interviewed for the study.

APPENDIX A

1. The first part of the appendix is a list of the names of the people who were interviewed for the study.

2. The second part of the appendix is a list of the names of the people who were interviewed for the study.

FATHERS' LEVEL OF OCCUPATION

STUDENT'S NAME _____

STUDENT'S SCHOOL _____

SEX: MALE _____ FEMALE _____

FATHER'S OCCUPATION _____

MOTHER'S OCCUPATION _____

DO YOU HAVE A PART-TIME JOB? _____

DO YOU HAVE A FULL-TIME JOB? _____

APPENDIX B

LEVEL OF OCCUPATIONAL ASPIRATION FOR BOYS

In addition to this booklet, you should have a SPECIAL ANSWER SHEET on which to record your responses. MAKE NO MARKS AT ALL ON THIS BOOKLET. Please read the following directions carefully.

1. DO NOT use ball point or any other kind of pen. Mark with any soft block lead pencil.
2. If you make a mistake, erase carefully and completely. If you accidentally make stray marks on the answer sheets erase them also. Do not fold or crease your answer sheet in any way.
3. You must make one mark for each of the 25 items.

Listed below are 25 items each consisting of 7 job titles. From each item select the job title that you would most like to have. Assume that you could be successful in anyone of the jobs. Indicate the job title by placing a mark between the guidelines on the answer sheet. Please complete all items.

Example

1. Which of the following would you like to be?

- A. Cook
- B. Waiter
- C. Doctor
- D. Hair Dresser
- E. Switchman
- F. Surveyor
- G. Engraver

ANSWER SHEET

1. A B C D E F G

By answering E it indicates that you would most like to be a switchman.

THANK YOU FOR YOUR COOPERATION.

JOHN P. PATTERSON

1. Which of the following would you like to be?

- A. Boot and Shoe Machine Operator
- B. Professor
- C. Furnaceman
- D. Physician and Surgeon
- E. Shoemaker
- F. Graduate Nurse
- G. Manufacturing Foreman

2. Which of the following would you like to be?

- A. Insurance Agent
- B. Bus Driver
- C. Recreation Service Officer
- D. Stone Cutter
- E. Locomotive Fireman
- F. Civil Engineer
- G. Hunter and Trapper

3. Which of the following would you like to be?

- A. Wire Drawer
- B. Radio Repairman
- C. Mechanical Engineer
- D. Forestry Manager
- E. Leather Cutter
- F. Paper Box Bag and Envelope Maker
- G. Civil Engineer

4. Which of the following would you like to be?

- A. Forestry Manager
- B. Captain Mate and Pilot
- C. Lawyer
- D. Advertising Agent
- E. Harness and Saddle Maker
- F. Janitor
- G. Steel Rolling Millmen

5. Which of the following would you like to be?

- A. Author Editor and Journalist
- B. Sectionman and Trackman
- C. Construction Inspector
- D. Airplane Mechanic
- E. Draughtsman
- F. Electrical Engineer
- G. Tobacco Products Maker

6. Which of the following would you like to be?
- A. Railway Brakeman
 - B. Hotel Cafe and Household Worker
 - C. Lawyer
 - D. Finance Manager
 - E. Millman
 - F. Flour Miller
 - G. Mining Foreman
7. Which of the following would you like to be?
- A. Labourer
 - B. Furrier
 - C. Electrical Engineer
 - D. Teamster
 - E. Bookkeeper and Cashier
 - F. Surveyor
 - G. Manufacturing Manager
8. Which of the following would you like to be?
- A. Hotel Cafe and Household Worker
 - B. Construction Manager
 - C. Transportation Foreman
 - D. Teamster
 - E. Broker Agent and Appraiser
 - F. Textile Goods Cutter
 - G. Architect
9. Which of the following would you like to be?
- A. Statistician
 - B. Hunter and Trapper
 - C. Broker Agent and Appraiser
 - D. Painter and Decorator
 - E. Tire and Tube Builder
 - F. Bookkeeper and Cashier
 - G. Actuary
10. Which of the following would you like to be?
- A. Fish Canner Curer and Packer
 - B. Physician and Surgeon
 - C. Packer and Wrapper
 - D. Plumber
 - E. Personal Service Officer
 - F. Commercial Artist
 - G. Social Welfare Worker

11. Which of the following would you like to be?

- A. Charworker and Cleaner
- B. Chemical Engineer
- C. Telephone Operator
- D. Clothing Designer
- E. Forestry Manager
- F. Window-Decorator
- G. Truck Driver

12. Which of the following would you like to be?

- A. Farm Labourer
- B. Mining Engineer
- C. Construction Manager
- D. Communication Inspector
- E. Timberman
- F. Bookbinder
- G. Petroleum Refiner

13. Which of the following would you like to be?

- A. Judge
- B. Engraver
- C. Broker Agent and Appraiser
- D. Inspector and Grader
- E. Advertising Agent
- F. Charworker and Cleaner
- G. Metal Moulder

14. Which of the following would you like to be?

- A. Optician
- B. Judge
- C. Construction Inspector
- D. Labourer
- E. Transportation Manager
- F. Barber
- G. Railway Conductor

15. Which of the following would you like to be?

- A. Carders and Drawing Frame Tender
- B. Dentist
- C. Broker Agent and Appraiser
- D. Farm Labourer
- E. Train Dispatcher
- F. Petroleum Refiner
- G. Optician

16. Which of the following would you like to be?

- A. Hotel Cafe and Household Worker
- B. Baggage man
- C. Ticket Station Agent
- D. Bookkeeper and Cashier
- E. Teamster
- F. Professional Agriculturalist
- G. Actuary

17. Which of the following would you like to be?

- A. Ticket Station Agent
- B. Lumberman
- C. Stock and Bond Broker
- D. Textile Finisher
- E. Construction Inspector
- F. Wood Inspector
- G. Chemical Engineer

18. Which of the following would you like to be?

- A. Commercial Foreman
- B. Accountant and Auditor
- C. Postman
- D. Recreation Service Officer
- E. Cook
- F. Judge
- G. Usher

19. Which of the following would you like to be?

- A. Civil Engineer
- B. Glove Maker
- C. Textile Inspector
- D. Railway Conductor
- E. Bookkeeper and Cashier
- F. Lumberman
- G. Business Service Officer

20. Which of the following would you like to be?

- A. Mining Foreman
- B. Radio Repairman
- C. Charworker and Cleaner
- D. Farmer
- E. Civil Engineer
- F. Real Estate Agent and Dealer
- G. Metal Moulder

21. Which of the following would you like to be?

- A. Telephone Operator
- B. Chemical Engineer
- C. School Teacher
- D. Railway Brakeman
- E. Flour Miller
- F. Radio Operator
- G. Paper Box Bag and Envelope Maker

22. Which of the following would you like to be?

- A. Insurance Agent
- B. Photo-Engraver
- C. Electrician
- D. Tailor
- E. Lumberman
- F. Commercial Foreman
- G. Lawyer

23. Which of the following would you like to be?

- A. Brick and Stone Mason
- B. Messenger
- C. Lawyer
- D. Tire and Tube Builder
- E. Radio Announcer
- F. Business Service Officer
- G. Captain Mate and Pilot

24. Which of the following would you like to be?

- A. Metal Moulder
- B. Window-Decorator
- C. Real Estate Agent and Dealer
- D. Stenographer
- E. Furrier
- F. Electrical Engineer
- G. Farm Labourer

25. Which of the following would you like to be?

- A. Physician and Surgeon
- B. Paper Box Bag and Envelope Maker
- C. Practical Nurse
- D. Sulphite Cooker
- E. Construction Manager
- F. Commercial Traveller
- G. Undertaker

LEVEL OF OCCUPATIONAL ASPIRATION FOR GIRLS

In addition to this booklet, you should have a SPECIAL ANSWER SHEET on which to record your responses. MAKE NO MARKS AT ALL ON THIS BOOKLET. Please read the following directions carefully.

1. DO NOT use ball point or any other kind of pen. Mark with any soft block lead pencil.
2. If you make a mistake, erase carefully and completely. If you accidentally make stray marks on the answer sheets erase them also. Do not fold or crease your answer sheet in any way.
3. You must make one mark for each of the 25 items.

Listed below are 25 items each consisting of 6 job titles. From each item select the job title that you would most like to have. Assume you could be successful in anyone of the jobs. Indicate the job title by placing a mark between the guidelines on the answer sheet. Please complete all items.

Example

1. Which of the following would you like to be?

- A. Cook
- B. Waiter
- C. Doctor
- D. Hair Dresser
- E. Switchman
- F. Surveyor
- G. Engraver

ANSWER SHEET

1. A B C D E F G

By answering E it indicates that you would most like to be a switchman.

THANK YOU FOR YOUR COOPERATION.

JOHN P. PATTERSON

1. Which of the following would you like to be?

- A. Baker
- B. Actor
- C. Furrier
- D. Professor
- E. Cook
- F. Doctor - Dentist Attendant

2. Which of the following would you like to be?

- A. Communication Forewoman
- B. Commercial Artist
- C. Jeweller and Watchmaker
- D. Knitter
- E. Social Welfare Worker
- F. Janitor

3. Which of the following would you like to be?

- A. Graduate Nurse
- B. Communication Forewoman
- C. Metal Machine Operator
- D. Actor
- E. Sales Clerk
- F. Janitor

4. Which of the following would you like to be?

- A. Jeweller and Watchmaker
- B. Box and Basket Maker
- C. Laundress Cleaner and Dyer
- D. Doctor-Dentist Attendant
- E. Librarian
- F. Telegraph Operator

5. Which of the following would you like to be?

- A. Barber
- B. Tailoress
- C. Glove Maker
- D. Stenographer and Typist
- E. Social Welfare Worker
- F. Communication Forewoman

6. Which of the following would you like to be?
- A. Textile Goods Cutter
 - B. Actor
 - C. Bookkeeper and Cashier
 - D. Community Service Worker
 - E. Meat Canner
 - F. Fish Canner Curer and Packer
7. Which of the following would you like to be?
- A. Statistician
 - B. Glove Maker
 - C. Photographer
 - D. Office Clerk
 - E. Office Appliance Operator
 - F. Hat and Cap Maker
8. Which of the following would you like to be?
- A. Professor
 - B. Baker
 - C. Glove Maker
 - D. Telegraph Operator
 - E. Communication Forewoman
 - F. Furrier
9. Which of the following would you like to be?
- A. Stenographer and Typist
 - B. Office Clerk
 - C. Glove Maker
 - D. Labeller
 - E. Community Service Worker
 - F. Personal Service Worker
10. Which of the following would you like to be?
- A. Cook
 - B. Doctor-Dentist Attendant
 - C. Labeller
 - D. Commercial Artist
 - E. School Teacher
 - F. Core Maker

11. Which of the following would you like to be?
- A. Waitress
 - B. Office Clerk
 - C. Osteopath and Chiropractor
 - D. Hat and Cap Maker
 - E. Jeweller and Watchmaker
 - F. Telegraph Operator
12. Which of the following would you like to be?
- A. Artist and Teacher of Art
 - B. Librarian
 - C. Doctor-Dentist Attendant
 - D. Barber
 - E. Fish Canner Curer and Packer
 - F. Liquor and Beverage Worker
13. Which of the following would you like to be?
- A. Furrier
 - B. Textile Goods Cutter
 - C. Farmer
 - D. Laundress Cleaner and Dyer
 - E. Bookkeeper and Cashier
 - F. Artist and Teacher of Art
14. Which of the following would you like to be?
- A. Retail Trade Manager
 - B. Metal Fitter
 - C. Rubber Shoe Maker
 - D. Chemist and Metallurgist
 - E. Bookkeeper and Cashier
 - F. Housekeeper and Matron
15. Which of the following would you like to be?
- A. Actor
 - B. Textile Goods Cutter
 - C. Glove Maker
 - D. Community Service Worker
 - E. Communication Forewoman
 - F. Tire and Tube Builder

16. Which of the following would you like to be?

- A. Meat Canner
- B. Textile Inspector
- C. Doctor-Dentist Attendant
- D. Glove Maker
- E. Community Service Worker
- F. Office Appliance Operator

17. Which of the following would you like to be?

- A. Janitor
- B. Advertising Agent
- C. Office Clerk
- D. Osteopath and Chiropractor
- E. Labeller
- F. Transportation Storage Communication Worker

18. Which of the following would you like to be?

- A. Labeller
- B. Hotel Cafe and Household Worker
- C. Mental Products Inspector
- D. Communication Forewoman
- E. Advertising Agent
- F. Social Welfare Worker

19. Which of the following would you like to be?

- A. Communication Forewoman
- B. Dressmaker and Seamstress
- C. Personal Service Worker
- D. Osteopath and Chiropractor
- E. Artist and Teacher of Art
- F. Fish Canner Curer and Packer

20. Which of the following would you like to be?

- A. Author Editor and Journalist
- B. Elevator Operator
- C. Wire Drawer
- D. Telegraph Operator
- E. Fish Canner Curer and Packer
- F. Office Clerk

21. Which of the following would you like to be?

- A. Waitress
- B. Leather Cutter
- C. Metal Machine Operator
- D. Bookkeeper and Cashier
- E. Chemist and Metallurgist
- F. Telegraph Operator

22. Which of the following would you like to be?

- A. Actor
- B. Personal Service Worker
- C. Farmer
- D. Cook
- E. Hat and Cap Maker
- F. Office Clerk

23. Which of the following would you like to be?

- A. Office Appliance Operator
- B. Professor
- C. Textile Weaver
- D. Bookkeeper and Cashier
- E. Knitter
- F. Housekeeper and Matron

24. Which of the following would you like to be?

- A. Knitter
- B. Graduate Nurse
- C. Cook
- D. Nurse in Training
- E. Commercial Artist
- F. Doctor-Dentist Attendant

25. Which of the following would you like to be?

- A. Door to Door Canvasser
- B. Community Service Worker
- C. Advertising Agent
- D. Bookkeeper and Cashier
- E. Jeweller and Watchmaker
- F. Janitor

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